DOCUMENT RESUME

ED 299 205 SO 019 353

AUTHOR Cain, Christine; And Others
TITLE Social Studies Program [Kindergarten]. 1988 Updated Edition.
INSTITUTION New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE 88
NOTE 156p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Citizenship Education; Course Content; Course Descriptions; Cultural Education; Disabilities; Environmental Education; Instructional Materials; Kindergarten; Preschool Education; *Social Studies; State Curriculum Guides
IDENTIFIERS New York

ABSTRACT

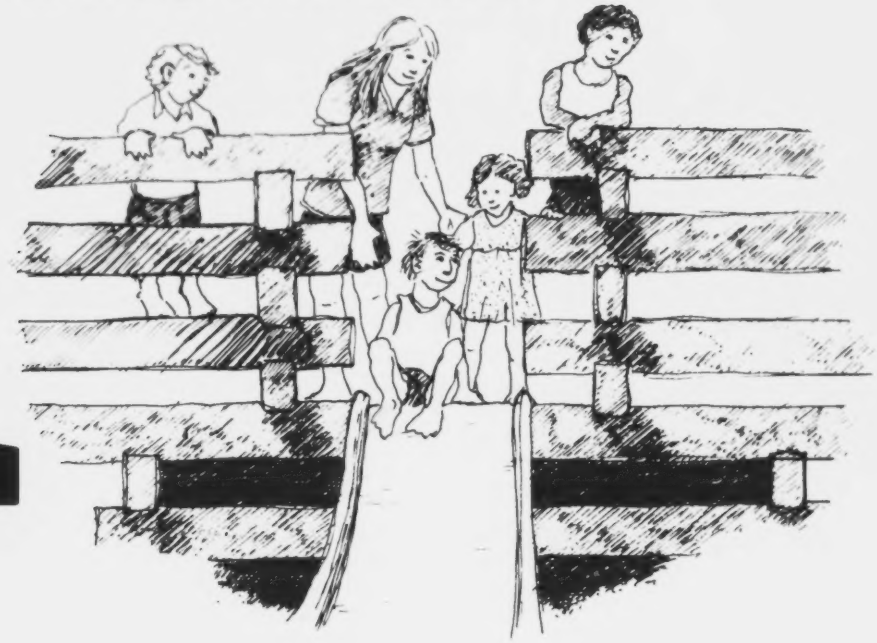
This New York state social studies curriculum guide for kindergarten focuses on helping students develop awareness of self as growing individuals and contains two sections, the Teacher Notebook and the Syllabus. The Teacher Notebook's goal is to elaborate on the key features of the program while suggesting relevant classroom applications. The key features include: (1) the concept and skill goals of the elementary program; (2) student evaluation with assessment samples; (3) linking literature to social studies; (4) developing citizenship competency; (5) developing participation projects with guidelines and suggestions for kindergarten students; and (6) a teacher self-checklist on classroom climate. The syllabus contains course outlines on identity, culture, citizenship, change, empathy, interdependence, nation-state, environment, scarcity, and technology, and these concepts are organized around social, political, economic, geographic, and historic perspectives. Each course outline includes objectives for concepts, social content understanding, class activities, skills/attitudes, evaluation, and a resource list containing books, audiovisual materials, and teacher reference books. The appendix contains a statement on "Students With Handicapping Conditions" that stresses New York state's position on the integration of these students into the classroom. (DJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299205

K

SOCIAL STUDIES PROGRAM



SO 019 553

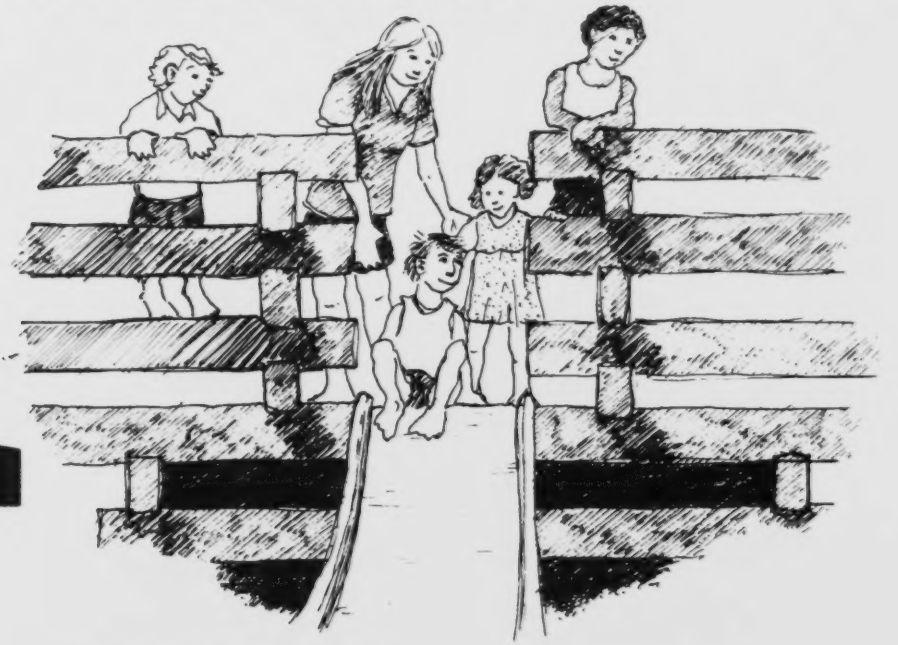
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ROBERT M. TROMBLY
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The University of the State of New York
The State Education Department
Bureau of Curriculum Development

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

K

SOCIAL STUDIES PROGRAM



The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1988 Updated Edition

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

Martin C. Barell, Chancellor, B.A., I.A., LL.B. . . . . Muttontown
R. Carlos Carballada, Vice Chancellor, B.S. . . . . Rochester
Willard A. Genrich, LL.B. . . . . Buffalo
Emlyn I. Griffith, A.B., J.D. . . . . Rome
Jorge L. Batista, B.A., J.D. . . . . Bronx
Laura Bradley Chodos, B.A., M.A. . . . . Vischer Ferry
Louise P. Matteoni, B.A., M.A., Ph.D. . . . . Bayside
J. Edward Meyer, B.A., LL.B. . . . . Chappaqua
Floyd S. Linton, A.B., M.A., M.P.A. . . . . Miller Place
Salvatore J. Sclafani, B.S., M.D. . . . . Staten Island
Mimi Levin Lieber, B.A., M.A. . . . . Manhattan
Shirley C. Brown, B.A., M.A., Ph.D. . . . . Albany
Norma Gluck, B.A., M.S.W. . . . . Manhattan
Thomas R. Frey, A.B., LL.B. . . . . Rochester
James W. McCabe, Sr., A.B., M.A. . . . . Johnson City
Adelaide L. Sanford, B.A., M.A., P.D. . . . . Hollis

President of The University and Commissioner of Education
Thomas Sobol

Executive Deputy Commissioner of Education
Robert J. Maurer

Deputy Commissioner for Elementary, Secondary and Continuing Education
Gerald L. Freeborne

Assistant Commissioner for ESC Education Planning and Support Services
John J. Murphy

Director, Division of General Education
Charles J. Trupia

Chief, Bureau of Social Studies Education
Donald H. Bragaw

Director, Division for Program Development
Edward T. Lalor

Chief, Bureau of Curriculum Development

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234. Phone (518) 474-1265.

FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS

SKILLS

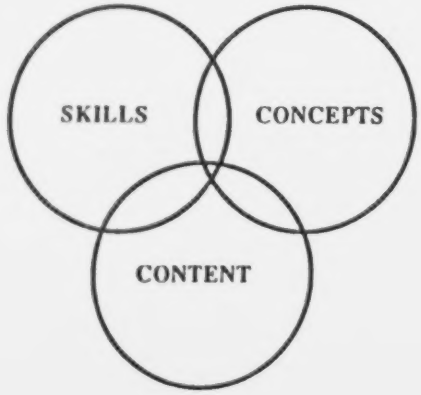
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management



CONCEPTS

K - 6

- Change
- Citizenship
- Culture
- Empathy
- Environment
- Identity
- Interdependence
- Nation-State
- Scarcity
- Technology

7 - 12

- Choice
- Diversity
- Human Rights
- Justice
- Political System
- Power

CONTENT

- Historic
- Geographic
- Economic
- Political
- Social

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1988 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

ACKNOWLEDGMENTS

Contributors to these materials include the following who have acted as advisors, writers, and consultants.

Advisory Board

Michael G. Fischer, Social Studies Dept. Chairperson, Alden High School, Alden (also writer)

Joyce Fonollosa, Bilingual Teacher, Public School 133, Brooklyn

Florence Jackson, Director of Social Studies, New York City Board of Education, Brooklyn

Joseph Murphy, Superintendent of Schools, Minerva (formerly elementary teacher, Lake George Elementary School) (also writer)

JoAnn Shaheen, Principal, Cottage Lane School, Blauvelt

Sue Ann Smith, Beaver Valley Elementary School, Chairperson of Elementary Social Studies Committee, Beaver Valley Elementary School, Corning

Writers and Consultants

Marie Algera, Casey Middle School, Williamsville

Stephan K. Alper, Baker Road Elementary School, Orchard Park

Thomas Assenza, Erie II BOCES, Eden

Ray Attea, County Parkway Elementary School, Williamsville

Gordon Bianchi, Starpoint Elementary School, Lockport

Phyllis Black (deceased) formerly of Niskayuna Middle School, Niskayuna

Diana Cincotta, Homer Intermediate School, Homer

Doreen Dell, Dodge Elementary School, Williamsville

Linda Haist, Maple West Elementary School, Williamsville

Joan Hoebbel, Starpoint Jr.-Sr. High School, Lockport

William Hoebbel, Starpoint Jr.-Sr. High School, Lockport

Janice I. Kovacs, Casey Middle School, Williamsville

Colleen Lokken, Country Parkway Elementary School, Williamsville

Norman C. McAllister, Jr., Baker Road Elementary School, Orchard Park

Thomas McCully, Smallwood Drive School, Amherst

Catherine E. Marriott, Baker Road Elementary School, Orchard Park

Zandra Molinaro, Ann G. McGuinness School, Endicott

Kate Munro, Maple East Elementary School, Williamsville

Mary K. Robinson, Danforth Magnet School, Syracuse

Sister Julie Thompson, St. John Neumann School, Brooklyn

Margaret R. Stelmach, Baker Road Elementary School, Orchard Park

Lester J. Szabo, Kenmore Union Free School District

Patricia Weber, Herbert Hoover Elementary School, Kenmore

Frederick A. Wille, East Aurora Middle School, East Aurora

Research Advisors

Lee F. Anderson, Professor of Political Science & Education, Northwestern University, Evanston, Illinois

Peter Martorella, Professor, Secondary Education & Elementary Education, Temple University, Philadelphia, Pennsylvania

Mary Jane Turner, Staff Associate, Social Science Education Consortium, Inc., Boulder, Colorado

Artist

Michael Malone, student, College of Saint Rose, Albany, New York

The New York State Education Department wishes to thank the more than one hundred school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of General Education Curriculum Development, assisted in the development and review of the material. Christine Cain and Jane Miller, Kinderhook Central Schools, Valatie and Carol Doney, Catskill Central Schools, Catskill prepared this updated edition of the syllabus.

CONTENTS

FOREWORD . . . . . *iii*

ACKNOWLEDGMENTS . . . . . *vi*

TEACHER NOTEBOOK 1

Concept Goals of the Elementary Program 2
Skill Goals of the Elementary Program 5
Student Evaluation 10
Linking Literature to Social Studies 15
Developing Citizenship Competency 16
Developing Participation Projects 21
Classroom Climate: A Teacher Self-Checklist 26

SYLLABUS

Grade Level Overview 29
K-6 Program Generalizations 30
Syllabus Symbol Key 34
Explanation of Format 36
Grade Level Syllabus: Kindergarten 38
Appendix A: Students With Handicapping Conditions . . 70

TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

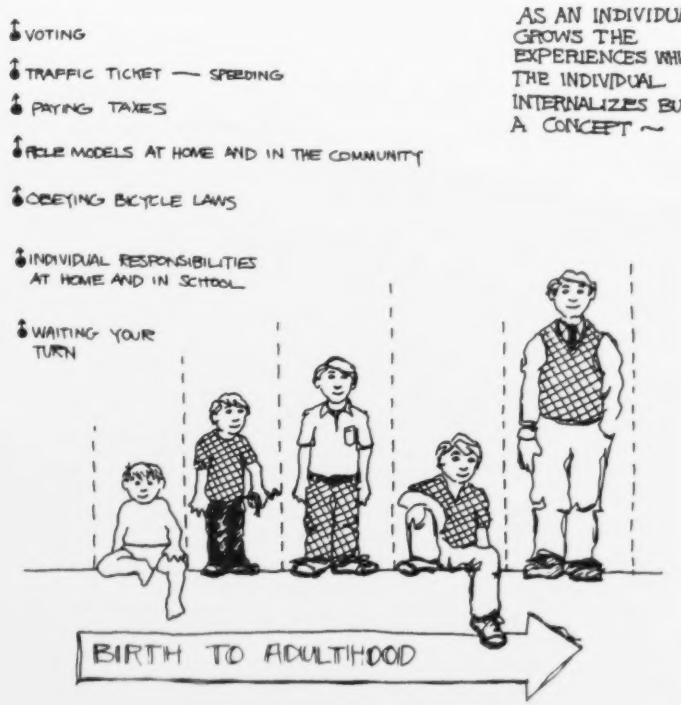
- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies

- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

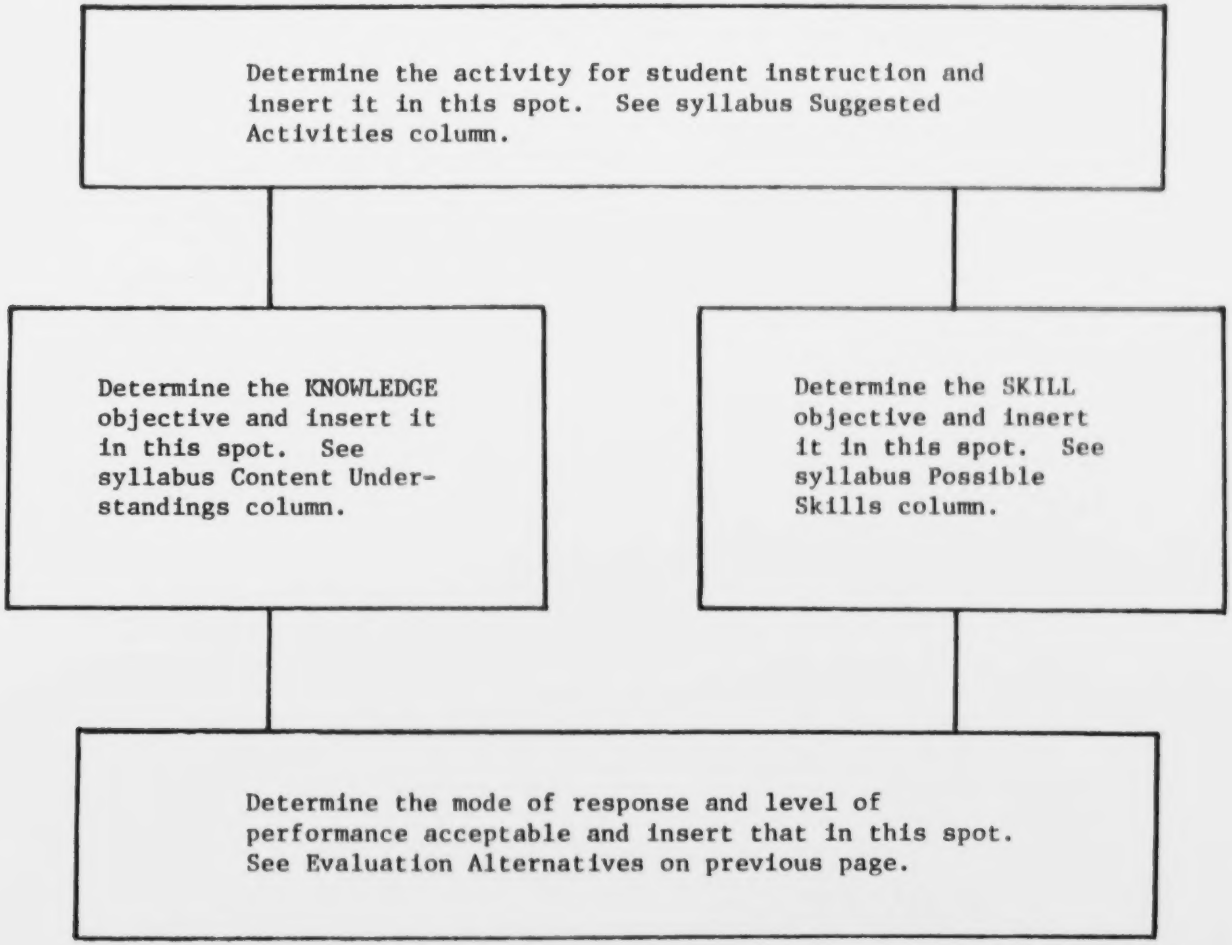
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample Date: _____

Grade: _____

Given preparation and instruction through

viewing filmstrips about families around the world

the student will demonstrate

KNOWLEDGE of the content understanding

family structure varies from place to place

SKILL in

generalizing from data

to the performance level of

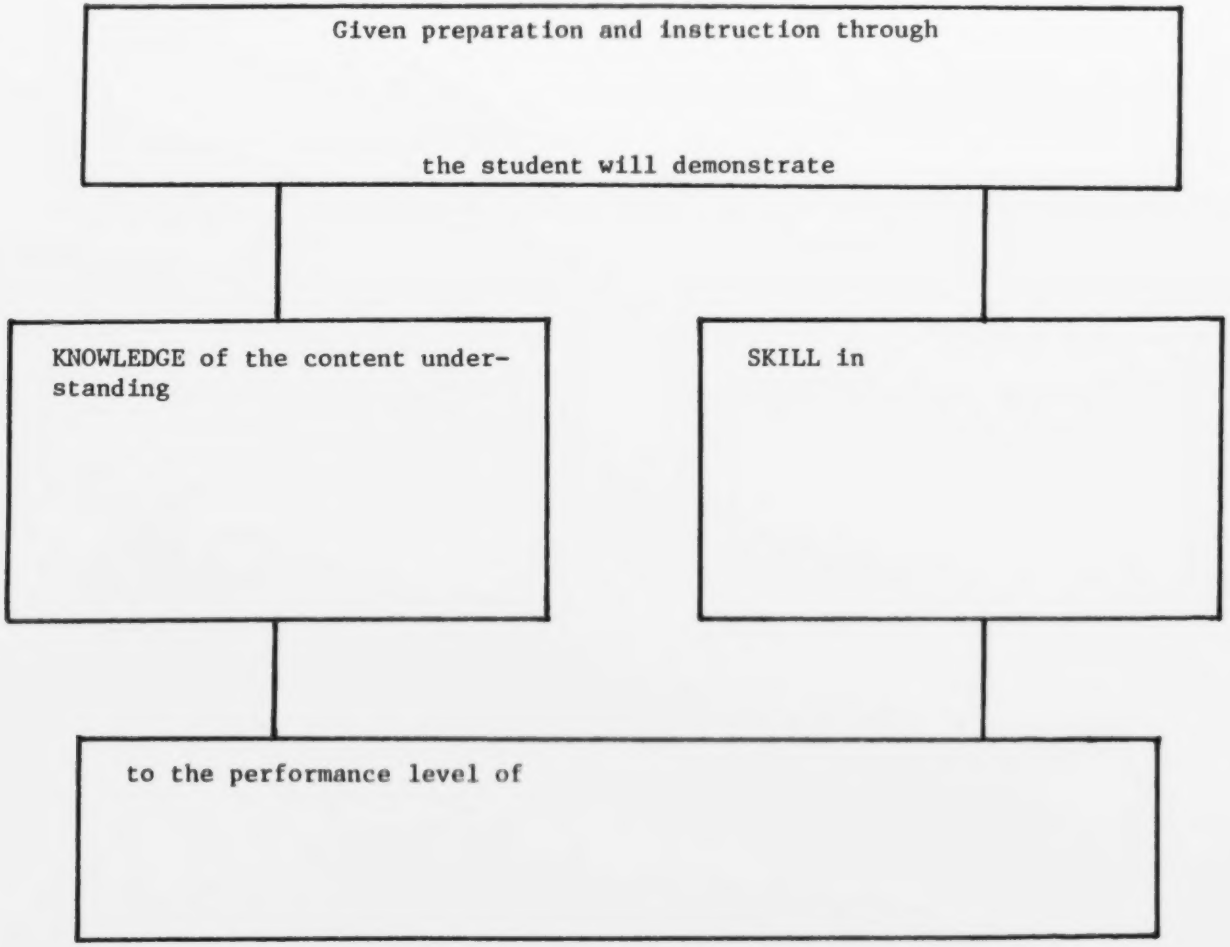
identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

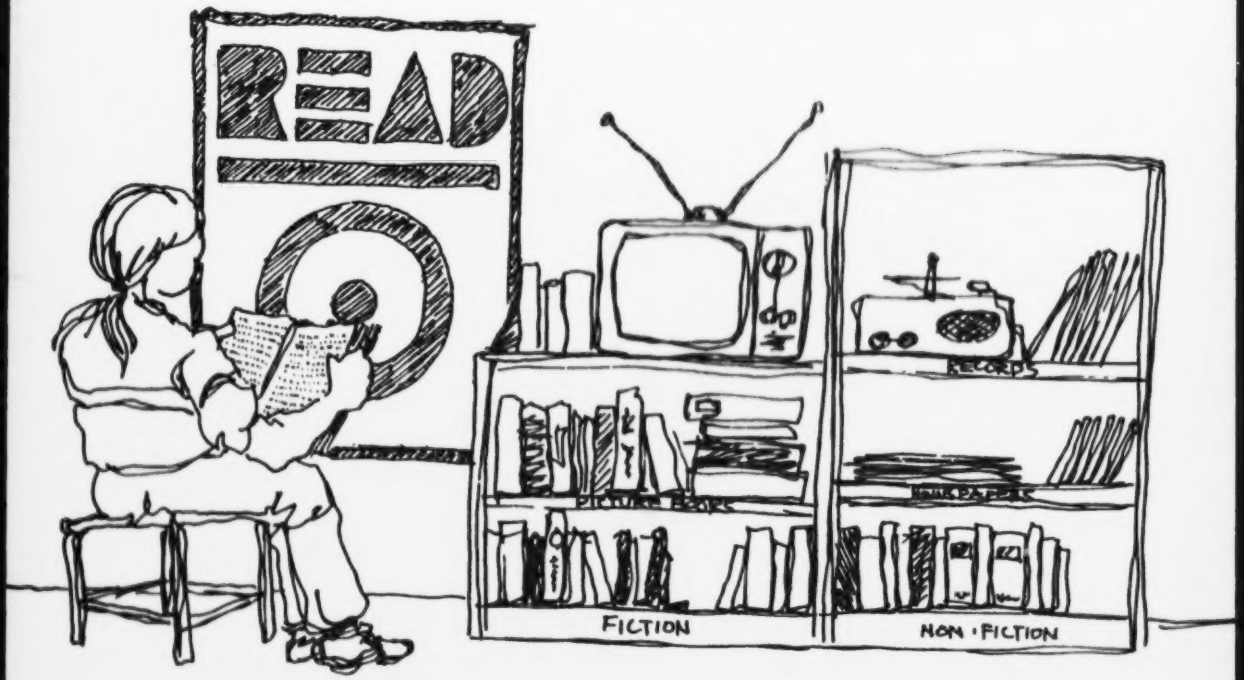
ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.


READ
RECORDS
PAPERBACKS
PICTURE BOOKS
FICTION
NON-FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and tolerance for diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgements about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

---

[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

Reprinted with permission of the Association for Supervision and Curriculum Development and Richard C. Remy. Copyright (c) (1979) by the Association for Supervision and Curriculum Development. All rights reserved.

Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

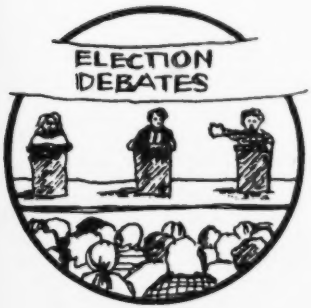
   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

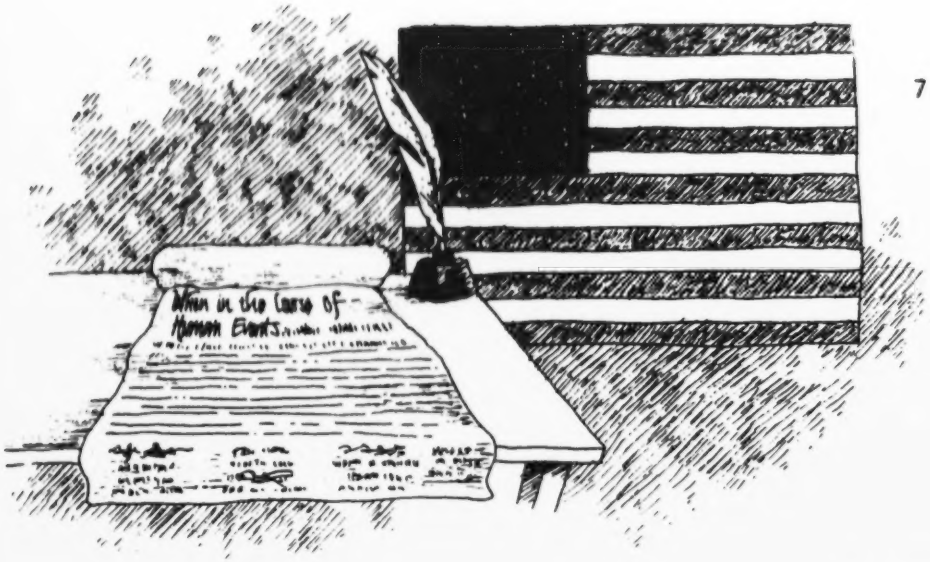


4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



6. COOPERATING:

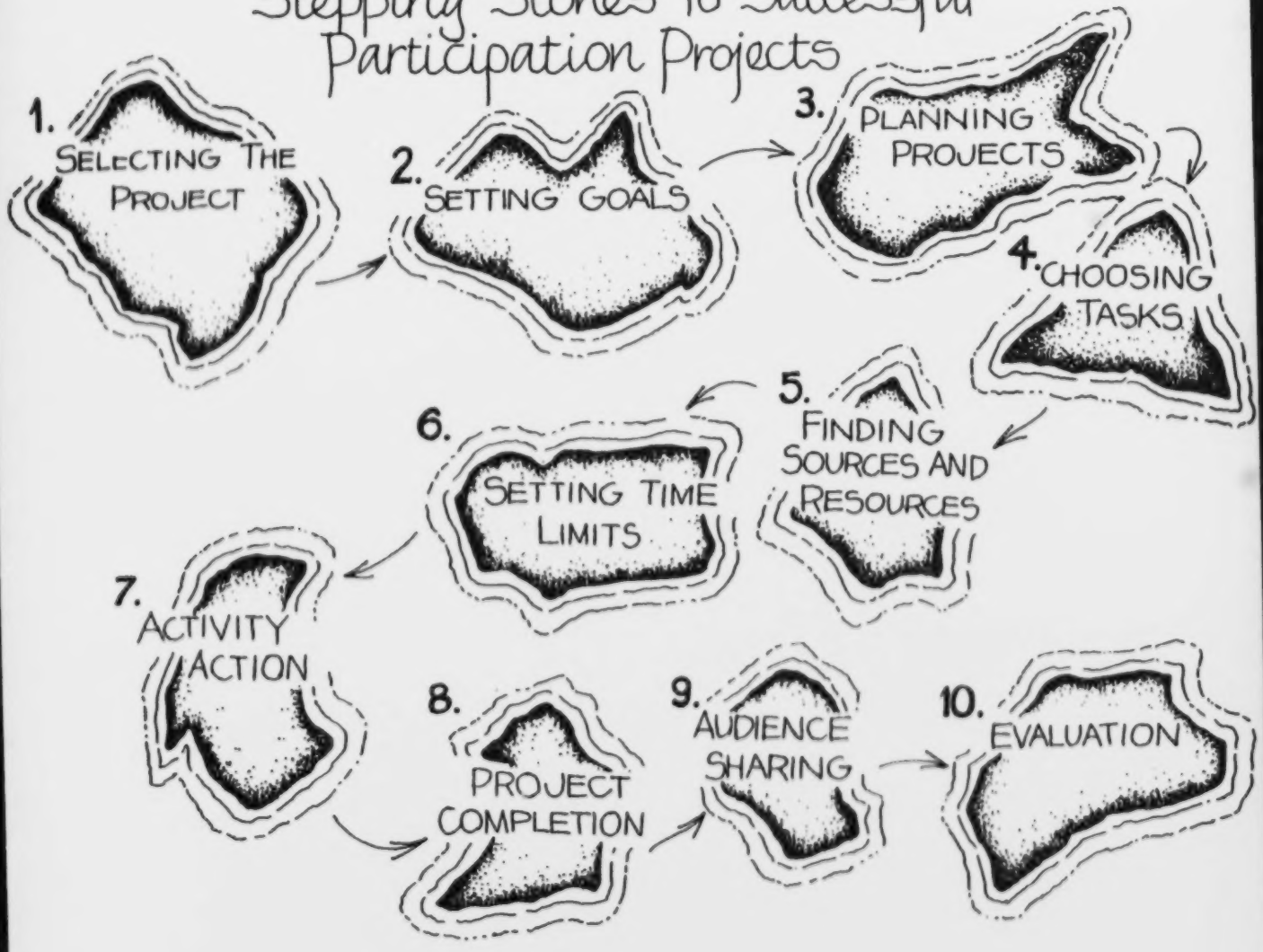
- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multiage group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.

Stepping Stones To Successful Participation Projects



DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned <u>with</u> students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

Stepping Stone 1 — *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 — *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 — *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 — *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 — *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 — *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

PARTICIPATION PROJECTS

Feelings Focus - A Weekly Sharing Time

Children will come to recognize this weekly activity as a special time. It is a warm, supportive time to talk about feelings only. The sharing period might be preceded by a story or appropriate pictures expressing the emotion to be discussed. The teacher might wish to begin by sharing a time when he or she experienced this feeling and then encourage others to share their feelings.

A Friend is Someone Who.....

Using a human needs theme such as friendship, read several books to the students about friends. Develop a class book using conclusions to "A Friend is Someone Who" dictated by students. Children could illustrate their own sentences. Share the book in the school library. Other themes may generate companion volumes for example, "I am a person who likes....."
"Everybody needs....."

In Our House

Collect a variety of "dress up" clothes. Set a stage for role play, including a stove, table, refrigerator, dishes, etc. Let a few children enact dinner preparation at their house while the others watch. Aim for a variety of scenes where fathers and older siblings might prepare the meal. Stress changing roles and family cooperation. Expand this technique to other family situations.

Mapping Me and My World

Begin to teach space relationship by having the class trace one another on large brown paper. Have each child color his/her own body features. Another time, try representing the room layout, using large brown paper and objects drawn and cut out by the class. Paste these objects (desks, cupboards, etc.) on the room map one at a time. Still another time, take the children on a walk to a specific location within two blocks of the school. Note particular land marks along the way. Later, construct a map representing the streets and places encountered. Follow with pictures of very simple, real maps.

Near Our School

Arrange to do this project early enough in the school year to facilitate walking field trips where possible. Over a period of three weeks, take the children for a walk to observe and discuss nearby buildings such as a police station, post office, library, store, and business. Space the visits several days apart to allow the children to create the buildings observed from refrigerator boxes. Props such as mail slots, library slips, cash registers, etc. can be collected or made to facilitate role playing in the constructed community.

I Am Growing

Early in the year, have the children make folders to be put away until June. Include in each folder, a picture of each child (the teacher may have to take the pictures), a length of string cut to his/her height, and a picture of his/her family (drawn by the child). In June, repeat the process and compare the results.

We Move Around

Survey the class to find out where each child was born, a place he/she has traveled to, and the means of transporation. Make a display of pictures or photos from this information.

CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision-making and problem-solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

SYLLABUS:
KINDERGARTEN

GRADE LEVEL OVERVIEW

The social studies program at the kindergarten level focuses on helping the student develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are stressed. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on beginning with the child using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help the child grow and develop, gaining knowledge and skills. Each district has a responsibility for building citizenship skills and a multicultural awareness in its students by including activities, information and experiences about racial, ethnic, geographic and socio-economic diversity.

Perspective	K-6 Program Generalizations	Kindergarten Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision-making increasingly involves consideration of global interdependence.	Each person has needs, wants, and abilities. Each person is unique and important. Throughout the world, most people live in families though families differ.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision-making increasingly involves consideration of global interdependence.	All children and adults have responsibilities. Rules affect children and adults. People make and change rules for many reasons. People make rules which involve consideration of others and provide for the health and safety of all. People make decisions which involve others. Each person can be a contributor to decision-making and problem-solving. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the holidays and celebrations of our nation.
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services are determined by mixed, command, or traditional economic systems. Present and future economic decision-making increasingly involves consideration of global interdependence.	Families have needs and wants. Communities provide facilities and services to help satisfy the needs and wants of members. People rely on each other for goods and services. People make decisions about the money they earn.

Grade 1 Understandings	Grade 2 Understandings
All people are alike and different in many ways although they share common characteristics. Each person is a unique individual. All people need others. Though families differ, most people live in families or family-like groups. Families may celebrate different festivals and celebrations in different ways. Family members may fulfill different roles at different times. All people need to learn, and they learn in many ways.	Families are found in all communities as a basic unit of society. Family members are interdependent. Some behaviors are learned from members of the community. Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors.
People make rules to protect their health and safety, and to maintain order. People can make and change rules. In every family there are conflicts. Each person has a responsibility as a part of many groups. Citizenship includes an awareness of our nation's symbols. Citizenship includes an awareness of the patriotic celebrations of our nation.	Families develop rules to govern and protect family members. Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. People in communities may have conflicts over rules, rights, and responsibilities. Every community has rules and laws to govern and protect community members. Our country, the United States of America, has leaders who make, explain, and carry out laws. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the patriotic celebrations of our nation.
People use tools. People work to earn money to buy things they need and want. Families organize to meet their needs and wants. Members of families work to meet their needs and wants. People are consumers and producers of goods and services. Communities are organized to provide services to people. People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.	People in all communities have needs and wants which are influenced by many factors and met in different ways. People in rural, urban, and suburban communities are producers of goods and services. People in rural, urban, and suburban communities are consumers of goods and services. People in schools are producers and consumers of goods and services. People in rural, urban, and suburban communities play specialized roles as workers. Through work, people in communities earn income to help meet their needs and wants. Communities collect taxes to provide services for public benefit. People in communities must make choices due to unlimited wants and needs and limited resources.

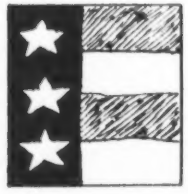
Perspective	K-6 Program Generalizations	Kindergarten Understandings
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision-making about geographic issues increasingly involves consideration of global interdependence.	Directions are used for relation and location. Maps can be pictures of places. A globe is a representation of the earth.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	All people change throughout their lives. Places and things change over time. Places and things sometimes remain the same. People celebrate important dates and events of the past. People may follow traditions and customs that are different from one another.

Grade 1 Understandings	Grade 2 Understandings
Places can be located on maps. The globe is a representation of the earth. Location and direction of an object can be stated as relative to some other object.	A community is located in a rural, urban, or suburban area. A rural, urban, or suburban community is influenced by many geographic factors. Symbols in our community are helpful to us. In some communities, life is influenced by seasonal change.
People, places, and things change over time. All families have a past. Some family customs are based on family history/heritage. Customs are learned from others. Our nation honors leaders of our past. Change is constant.	Each person in a community has an ethnic background which may be passed on to others. Schools change over time. Rural, urban, and suburban communities change over time. Communities celebrate their history. Communities of the future may be different in many ways.

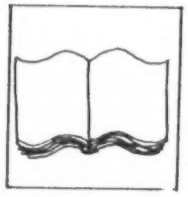
SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE

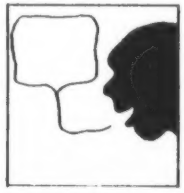


CITIZENSHIP



READING

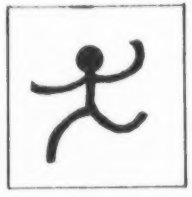
COMPOSITION



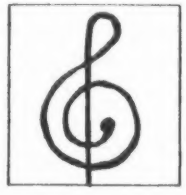
ORAL LANGUAGE

MATHEMATICS

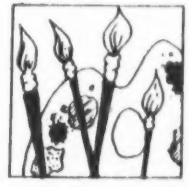
SCIENCE



PHYSICAL EDUCATION

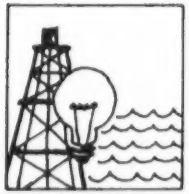


MUSIC



THE ARTS

MULTICULTURAL AWARENESS



ENVIRONMENT/ CONSERVATION

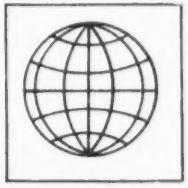
SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS



GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles.
In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Teachers are encouraged to select specific content relevant to students to develop the content understandings. The examples listed are suggestions. Districts should reflect the rich diversity of New York State's population in the activities and instructional materials they choose or develop for their particular children. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs and situations.	Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right. Teachers are expected to guide their classes in developing "Participation Projects" that reflect the particular needs and interests in their classes.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio-visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: KINDERGARTEN

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of one's own capabilities as an individual • awareness of one's feelings toward self and others Concepts develop over time and through experiences.	Each person has: • needs and wants • abilities • skills • interests • feelings • •	Through directed questioning, students should relate some things about their needs, abilities, skills, interests, and feelings. Each child should be led to identify and share something unique about himself/herself with the goal of building a healthy acceptance of self and positive awareness of diversity. Teacher could initiate activities which allow students to make "I am..." type statements. To extend to future thinking, students could make or collect "I might become..." pictures. Have each class member demonstrate special things about themselves (skills, talents, creative abilities). Other students might be invited to a "Celebration of Me." Make a collage of children of diverse backgrounds working, playing, learning, problem-solving, etc. etc.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • listening Presenting Information • talking in complete sentences • keeping to the topic Self-Management • decreasing egocentric perceptions	Knowledge • Can the student express in a small group the needs, abilities, and interests he/she has? Skills • Can the student speak in complete sentences to the topic? • Does the student show respect for the differences/similarities of others abilities, feelings, and interests? • Can the student begin to express an understanding for the value of diversity?	BOOKS Brown, Marcia. Walk With Your Eyes. Watts, 1979. Little, Jessie Jones, and Greenfield, Eloise. I Can Do It By Myself. Thomas Crowell Company, 1978. Walter, Mildred Pitts. My Momma Needs Me. Lothrop, 1983. Zolotow, Charlotte. William's Doll. Harper & Row Publishers, 1972. AUDIOVISUALS Myself and Me. Encyclopaedia Britannica, Educational Corp. Sound filmstrip. PARTICIPATION PROJECTS (See Teacher Notebook) "Feelings Focus - A Weekly Sharing" "A Friend is Someone Who" TEACHER REFERENCE Canfield, Jack and Harold Wells. One Hundred Ways to Enhance Self Concept. Prentice Hall, 1976. Williams, Leslie R. and DeGaetano, Yvonne. ALERTA - A Multicultural, Bilingual Approach to Teaching Young Children. Addison-Wesley, 1985.

87

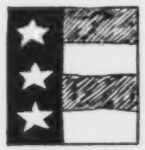
83

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of one's individuality • awareness of one's importance in a group	Each person is unique and important • in a family • in a class • in a school • in the community and world The value of each human being is of critical importance in our shrinking global world. The idea has far-reaching implications for later social studies issues such as human rights and resource allocation and consumption. The way the teacher deals with each child in every situation develops the child's growing conceptualization of his/her own unique self. Each child must feel assured that his/her cultural background is respected and valued.	Discuss the important things children do within the family and in school. Body tracings can help the child become more aware of self. Bilingual students can share their language with others. Parents or grandparents might visit to share their languages, background, or other experiences with students. Children should describe (in word or picture) some family custom, sharing the specific knowledge and skills they have acquired through membership in a particular group. Discuss through directed questioning that even though people are members of many different groups, each is an individual.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • talking in complete sentences • keeping to the topic Self-Management • decreasing egocentric perceptions • increasing appreciation of diversity	Knowledge • Can the student verbally identify two ways he/she is important in the family? • Can the student describe his/her role in the family group and roles of others who are also individuals? Skills • Can the student speak in complete sentences to the topic? • Does the student show an acceptance of others' uniqueness and importance? •	BOOKS Baylor, Byrd. Everybody Needs a Rock. Charles Scribner's Sons, 1974. Macmillan, 1985. Giff, Patricia. Today Was a Terrible Day. Penguin, 1984. Lapsley, Susan. I Am Adopted. Merrimack Pub. Cir., 1983. Krasilovsky, Phyllis. Very Little Boy. Doubleday and Company, 1962. Sharmat, Marjorie W. I'm Terrific. Holiday House, Inc., 1977. Scholastic, 1978. Wittman, Sally. A Special Trade. Harper & Row Publishers, 1978. Yashima, Taro. Crow Boy. Viking Press, 1955. Penguin, 1976. AUDIOVISUALS About Myself. Bowmar/Noble. Books, records, sound filmstrips, and study prints. Songstories: I Am Special and What Makes Me The Only Me? Encyclopaedia Brittanica Educational Corp. Sound filmstrips. TEACHER REFERENCE Griffin, L. compiler. Multi-ethnic Books for Young Children. Washington, D.C., National Association for Education of Young Children, 1970.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • similarities and differences exist in the institution of family • there is a rich diversity in the human family • all people are transmitters of culture	Throughout the world, most people live in families, though families differ • in size • in relationships • in the roles family members assume • in composition • •	Class members may discuss information about families. Include varied situations involving adopted children, foster children, single-parent families, divorced/remarried families. Children's literature is rich in examples of family life. Consult with library media staff for suggestions of books and activities. Have children look at examples of both nuclear and extended families in the United States and in other places and cultures by using study prints and magazine illustrations. Listen to (learn) folk songs about families around the world. Encourage positive recognition of the ways people are the same as well as different.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • observing data from pictures • listening Presenting Information • listing data from discussion and pictures • keeping to the topic Self-Management • decreasing egocentric perceptions • increasing appreciation of diversity	Knowledge • Can the student identify verbally/pictorially ways in which families are alike and different? Skills • Does the student realize that information can come from pictures? • Can the student listen with understanding and talk to the topic? •	BOOKS Jukes, Mavis. Like Jake and Me. Knopf, 1986. Lasker, Joe. He's My Brother Albert. Whitman Publishing Company, 1974. McPhail, David. Sisters. Harcourt, Brace, Jovanovich, 1984. Nolan, Madeen Spray. My Daddy Don't Go To Work. Carolrhoda Books, Inc., Minneapolis, 1978. Schweitzer, Byrd Baylor. Amigo. Macmillan Publishing Company, 1973. TEACHER REFERENCE Baker, A.C. Planning and Organizing for Multicultural Education. Addison-Wesley, 1982. Wisconsin Department of Public Instruction. Starting Out Right: Choosing Books About Black People for Young Children, Preschool Through Third Grade. Washington, D.C. Day Care and Child Development Council of America.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of one's behaviors and responsibilities as a member of the school and local community	All children and adults have responsibilities • to themselves • as members of a family • as members of the school community • as members of the local community •	After group discussion, the student can illustrate his/her responsibilities at home and in the classroom, then share and compare. Allow students opportunities to develop rules and job positions which are necessary for the classroom.
Citizenship • awareness of the needs for rules to maintain order, safety, and social control	Rules affect children and adults • in homes and families • in schools • in friendships and relationships • in the community • everywhere •	Students could use real-life classroom situations/issues to examine the need for rules/laws. Imagine and tell stories about a school (house, family...) with no rules. Discuss rules for safe playground use and cafeteria use.  Students are citizens of the classroom and school and can learn participatory skills in the carrying out of day-to-day tasks. How could you involve students more as participating citizens?

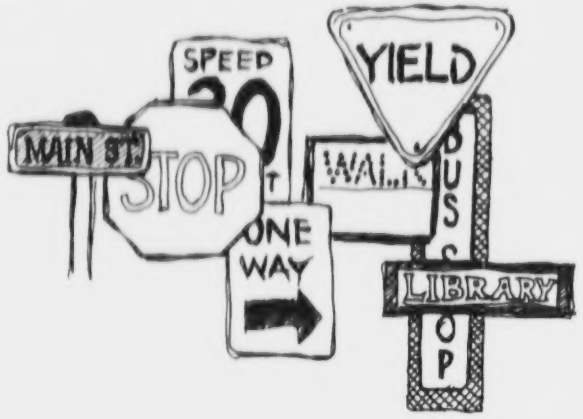
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • assuming responsibility for carrying out a task Self-Management • decreasing egocentric perceptions Using Information • speaking in an effective way to the topic	Knowledge • Can the student show he/she is responsible for his/her personal belongings? • Can the child identify basic, necessary rules for the classroom? Skills • Can the student participate in group discussion and illustrate his/her responsibility according to the task? • Does the student show an understanding of his/her responsibilities toward others? •	BOOKS Goffstein, M. B. Neighbors. Harper & Row Publishers, 1979. Havill, Juanita. Jamaica's Find. Houghton-Mifflin, 1986. Lionni, Leo. It's Mine. Knopf, 1986. TEACHER REFERENCE Tiedt, P.L. and I.M. Tiedt. Multicultural Teaching: A Handbook of Activities, Information and Resources. Allyn and Bacon, Inc., 1979.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • changing needs Citizenship • responsibility for being aware of rules and laws	People make and change rules for many reasons • in homes and families • in all parts of the school and surrounding area • in all parts of the community Rule making seems remote and far removed from young children. Help them to begin to think about themselves and others as rule makers. • •	Students can discuss and illustrate different examples of rules and laws which have a direct bearing on children. Examples: playground, cafeteria, hallway rules. They could raise questions about the need for these and other rules and laws. Allow students opportunities to examine real classroom situations as they arise. Make and display lists of jointly-written classroom rules (use rebus form if necessary). Discuss and group in different ways. Teach games (and the rules for playing them) that are distinctive of various cultures represented in the class.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • recognizing and using verbal and nonverbal communications Self-Management • developing constructive attitudes toward change	Knowledge • Can the student name a rule he/she follows at home, in school, and outdoors and discuss its purpose? • Can the student, when given a classroom situation, explain rules which pertain? Skills • Can the student effectively use an illustration to communicate a point of view? • Does the student evidence a growing capacity to promote desirable change? •	BOOKS Bang, Mollie. Ten, Nine, Eight. Greenwillow, 1983. Hoban, Russell. Bedtime for Frances. Harper and Row Publishers, Inc., 1976. McLeod, Smilie Warren. The Bear's Bicycle. Little, Brown, & Company, 1975. Penguin, 1977. TEACHER REFERENCE Kohl, M. and F. Young. Games for Children. Cornerstone Library, 1979. Marzollo, J. and J. Lloyd. Learning Through Play. Harper & Row, 1972.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • ability to understand and show concern for others	People make rules which involve consideration of others and provide for the health and safety of all • in the home and family • in schools - cafeteria - halls - gym - library - playground • in our community - road and traffic signs - bicycle safety rules •	Have the children make a series of pictures illustrating rules for the hallway. Discuss how these rules affect others using the hallways. • Will others know the rules? • Will they cause others confusion? • How can rules be enforced by all? • Will changes need to be made in consideration of others? Building modifications for handicapped students might be explored.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • recognizing that others may have a different point of view Self-Management • decreasing egocentric perspectives	Knowledge • Can the student verbally list ways others are affected by a list of school rules? Skills • Is the student willing to accept others' points of view in decision-making? • Does the student show consideration for the rights of others? Experience charts such as the rules list can build toward reading readiness through social studies content.	BOOKS Shortall, Leonard. One Way: A Trip With Traffic Signs. Treehouse, 1975. AUDIOVISUALS We Go To School, Coronet. Film. Watch How Well Everything Works, McGraw Hill. Film. RESOURCES Traffic Signs and Symbols. Playskool, Milton Bradley. Three-dimensional traffic signs.

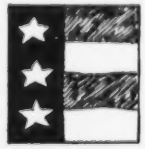


CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • interaction with others in decision-making • reliance and cooperation of others in making decisions	People make decisions which involve others • at home • in school • on the playground • in the neighborhood Each person can be a contributor to decision-making and problem-solving • in a family • in our class • in our school • •	Discuss classroom rules and why and how they affect others. Example: When walking in hallway; when sharing the playground. Take the class for a walk around the school and identify and talk with school decision-makers, such as the principal, cafeteria supervisor, or secretary. Use dramatic play with puppets in a rule breaking situation. For example: A child arrives home late for dinner. Who is affected? How? Devise classroom activities and situations which allow all class members to participate in and contribute to making decisions and solving problems. Use playground and classroom problems as starting points. A planned class event would allow students to practice decision-making skills. Consider having students plan a parent party around the theme of "People Make Decisions."

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • participating in discussion • initiating ideas Self-Management • decreasing egocentric perceptions • developing constructive attitudes toward change	Knowledge • Can the student identify ways in which playground rules affect using the playground? • Can the student identify at least two alternative solutions to a given problem? Skills • Can the student interact in group discussion and initiate ideas? • Does the student cooperate and consider others during classroom decision-making? • Can the student contribute as a participant in a group discussion? •	BOOKS Breinburg, Petronella. Shawn Goes to School. Thomas Y. Crowell Co., 1973. Keats, Ezra Jack. Goggles. Macmillan Publishing Company, 1969. Zolotow, Charlotte. The Quarreling Book. Harper & Row Publishers, 1963, 1982. AUDIOVISUALS Kindle I, II, III. Scholastic. Sets of filmstrips and cassettes. PARTICIPATION PROJECTS (See Teacher Notebook) "In Our House"

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of one's responsibilities and attitude toward our national symbols Nation-State • awareness of national identity	Citizenship includes an awareness of the symbols of our nation. • reciting the Pledge of Allegiance • knowing the American flag has three colors: red, white, and blue • the stars and stripes on the American flag symbolize events in our past This level of abstraction is extremely difficult for young children. In kindergarten this first formal introduction to our nation's symbols should be made as concrete as possible. Students can reinforce counting and one-to-one correspondence in activities using the flag. • •	Teacher/student can discuss the proper standing posture for Pledge of Allegiance and holding the flag. Have the student orally recite the Pledge of Allegiance. Have the students discuss the colors of the American flag. Encourage students to make personal flags as symbols of themselves. Have them share their symbolism with others. Consider dramatic play in which students move like the flag carried in a parade, flying in the breeze, etc. Use red and blue paints in classroom easels or finger paints for students to create original work (rather than flag representations). Display these and discuss their messages. Students may find flags of other nations interesting. This exposure will help them to begin to recognize global diversity.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • assuming responsibility for carrying out tasks Self-Management • developing constructive attitudes toward diversity	Knowledge • Can the student recite the Pledge of Allegiance and discuss the attributes of our flag? Skills • Can the student make an illustration of a symbol according to task? • Can the student begin to recognize diversity in national symbols? •	AUDIOVISUALS Martin, Bill Jr. Freedom's Apple Tree. Bomar/Noble Freedom Books. This series has accompanying audio-visual materials. TEACHER REFERENCE Cardona, L.A. An Annotated Bibliography of Puerto Rican Materials. Carreta Press, 1983.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • understanding and respect for our past Nation-State • developing awareness of national heritage	Citizenship includes an awareness of the holidays and celebrations of our nation including: • Lincoln's Birthday • Washington's Birthday • Independence Day • Labor Day • Columbus Day • Veterans Day • Thanksgiving Day • Martin Luther King Day • Election Day • Flag Day • Memorial Day • Conservation Day • others Stress energy awareness and personal conservation action.  The holidays listed above are established by law for State or national observance.	Students can make pages for a booklet for each holiday, assembling and adding to it as the year progresses. This activity can help build understanding of the passage of time. Art projects centered around symbols of the holiday can be opportunities for students to work in groups. For example, groups of students could create holiday collages using geometric shapes to develop art and math understandings. Music and movement activities can help students appreciate patriotic holidays. Consult your physical education and music specialists for specific songs and movement exploration activities. Expose children to crafts (beadwork, woodwork, weaving, etc.) common to a variety of cultures.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • assuming responsibility for carrying out tasks Self-Management • increasing the ability to empathize	Knowledge • Can the student name four important patriotic days and tell why they are important? Skills • Does the student assume responsibility by completing the assigned project? Observation is one of the most effective evaluation tools at the primary level. Evaluation checklists can help with record keeping. •	AUDIOVISUALS Bomar/Noble Freedom Book series. This series has accompanying audio-visual materials. BOOKS Anderson, Joan. The First Thanksgiving Feast. Clarion, 1984. Hayes, Sarah. Happy Christmas, Gemma. Lothrup, 1986. Wolff, Ashley. A Year of Beasts. E.P. Dutton, 1986. TEACHER REFERENCE Perl, L. Pinatas and Paper Flowers: Holidays of the Americas in English and Spanish. Clarion Books, 1983.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • reliance on others for wants and needs	Families have needs and wants. • food • shelter • clothing • health care • leisure activities •	Through directed questioning, books, and AV materials, the teacher can provide opportunities for students to identify family situations which demonstrate how their needs and wants are being met. These situations might be developed (role playing) to show the child's role as both receiver as well as giver/doer. Discuss the words "wants" and "needs." The student can make illustrations of the types of clothing one would need in two different climates.
Environment • appreciation of one's surroundings	Communities provide facilities and services to help satisfy the needs and wants of members. • schools • libraries and museums • parks and playgrounds • police and fire protection • medical facilities • day care centers •	The teacher can provide opportunities to explore and extend the concept of needs and wants beyond the home and family into the school and community. The right of all people to fulfillment of basic needs is an idea of great significance in a world of increasing global interdependence. Invite community workers to the classroom or visit various public service departments. This can be followed by thank you letters and/or illustrations.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • generalizing from data by creating statements that apply to all families Self-Management • decreasing ethnocentric perceptions	Knowledge • Can the student identify ways in which a member of the family meets another's needs? • Can the student identify community services? Skills • Can the student role play a situation which demonstrates how families satisfy their needs and wants? • Does the student show respect for others and not imply a standard by which all others are judged? •	AUDIOVISUALS Who Helps Us?. BFW. Filmstrips and cassettes. Real People At Work. Changing Times Education Service Division. Multi-media kit with activity sheets, posters, records, and badges. Excellent materials to help students develop economic understandings are available from the Joint Council on Economic Education; 1212 Avenue of the Americas; New York, New York 10036. BOOKS Daly, Niki. Not So Fast Songololo. Atheneum, 1986. DeSantis, K. A Doctor's Tools. Dodd, 1986. Kunnas, Mauri. The Nighttime Book. Crown, 1985. Lewin, Hugh. Jafta - The Journey. Carolrhoda, 1984. ___. Jafta - The Town. Carolrhoda, 1984. Ziefert, Harriet. A New Coat for Anna. Knopf, 1986.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • conflict between <u>unlimited</u> wants and needs and <u>limited</u> resources Technology • understanding that people use different manufacturing methods to get what they need and want	People rely on each other for goods and services • in the classroom • • in school • in the community • • People make decisions about money they earn. They might choose to • buy goods • buy services • share/give • save •	Have students cut magazine pictures, mount them on cardboard, and help them to classify the pictures into goods and services. Students could consider and dramatize or illustrate what would become possible and desirable goods and services in their future. Students could illustrate a variety of items or services in the classroom which came from another source (i.e., school supplies from school or parents; library books from librarian; food from cafeteria). Students could rank order pictures of things they would like. They could discuss different opinions and rankings. Catalogues can provide pictures to paste on large index cards for this purpose. Money from around the world can help students recognize diversity. Explore names for coins of other lands. In conjunction with this social studies topic, use money to develop mathematics understanding, sorting, counting, one-to-one correspondence and conservation activities.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • classifying data by ideas Self-Management • growing in the capacity to recognize conflict and seek solutions	Knowledge • Can the student orally give an example of a source for some goods and services? • Can the student describe how people make decisions about how they use the money they earn? Skills • Can the student classify data? • Can the student rank order pictures? •	BOOKS Cauley, Lorinda Bryan. The Town Mouse and the Country Mouse. Putnam, 1984. Flournoy, Valerie. The Patchwork Quilt. Dial, 1985. de Paola, Tomie. Charlie Needs A Cloak. Prentice-Hall, 1974. Treehouse, 1982. Rylant, Cynthia. The Relatives Came. Bradbury, 1985.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of directionality	Directions are used for relation and location. • above/below • back/front • near/far • here/there • left/right • up/down • top/bottom • over/under Compare length, height, width, depth, distance in guessing games to extend essential vocabulary in math and social studies. • •	With teacher direction, the student can locate objects in the surrounding area which are above/ below, near/far, left/right. Explore left and right using body parts, i.e., right hand, left foot, right side. Play a drawing game. The student can draw an object in the middle of a paper. The teacher gives directions to draw another object below, near, far, left, or right of it. Activities such as this can develop language and thinking skills as well as provide a base for later geographic learning. Consult your physical education and music specialist for activities to develop these directional ideas through movement. A variety of art (the many ways people express beauty) could be used to develop a feel for the artistic expression of many cultures. Direction and position words could be used in describing and enjoying this art.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using relational vocabulary for locating objects • learning directional words through movement and the arts	Knowledge • Can a student locate an object when given its relationship to another object as left or right, above or below, near or far? Skills • Can the student demonstrate an understanding of the directional words? •	BOOKS Hoban, Tana. Count and See. Macmillan Publishing Company, 1972. Hoban, Tana. Push, Pull, Empty, Full. Macmillan Publishing Company, 1972. Lionni, Leo. Inch by Inch. Astor-Honor, 1962.

TEACHER REFERENCE

Krevy, N. and P. Byrnes. Southwestern Arts and Crafts Projects. The Sunstone Press, 1979.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
	Maps can be pictures of places. • rooms (home, school) • buildings • communities • our nation, the United States of America •	The teacher can expose children to a large variety of maps and spatial diagrams. Certainly room maps, school maps, and other types of maps could be utilized. However, don't ignore other possible examples of spatial mapping/diagramming. Students could make three-dimensional maps using box buildings or play blocks. Teacher or students could make treasure maps of hidden objects in the classroom and on the playground.
Environment • awareness of one's surroundings and changes in those surroundings	•	
Nation-State • awareness of physical shape of nation and sense of boundaries	A globe is a representation of the earth which shows • our nation • land and water bodies •	The teacher might show the globe as a view of earth from space to give the children the opportunity to observe the shape of the earth and various areas on the globe: • water • land • the United States of America Maps as representations of places are introduced at this level. Appropriateness of experiences can only be judged by the teacher assessing the students' interest and readiness for relational and locational work. Teachers and administrators are encouraged to make decisions about grades for introduction of map and globe skills as well as the other skills on the skills list.

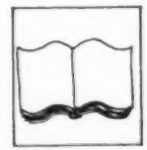
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • observing • identifying information - maps - globes Presenting Information • using visuals for communicating ideas by constructing maps Self-Management • developing constructive attitudes toward change	Knowledge • Can the student identify various areas of the globe – water, land, the United States of America? • Can the student draw a floor map of the classroom? Skills • Can the student arrange play blocks to represent objects on a map? • Can the student communicate information using maps and the globe? •	BOOKS Anderson, L. The Day the Hurricane Happened. Charles Scribner's Sons, 1974. Cartwright, Sally. What's in a Map. Coward, McCann and Geoghegan, 1976. Dragonwagon, Crescent. Half a Moon and One Whole Star. Macmillan, 1986. Provensen, Alice and Martin. Town and Country. Crown, 1985. ____. The Year at Maple Hill Farm. Macmillan, 1978. Rylant, Cynthia. Night in the Country. Bradbury, 1986. Stanley, Diane. A Country Tale. Four Winds, 1985. AUDIOVISUALS The Language of Maps and Globes. Encyclopaedia Britannica Educational Corporation. Sound filmstrips. PARTICIPATION PROJECTS "Mapping Me and My World" "Near Our School" "We Move Around"

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • awareness that people, places, and things change over a period of time	All people change through their lives. • get older • appearance changes • some skills, abilities, and interests change • friendships and relationships change • you change as you learn Places and things change over time • in use • in value • in appearance and condition Places and things sometimes remain the same. • qualities and characteristics • components and parts This topic in social studies relates to the science concept of continuity and change in living and nonliving things. Consider an interdisciplinary unit.	Children's literature provides a vehicle for illustrating change. Plan to read a sequence of books showing how people change and have the children make a list of changes. The student can bring in baby pictures and compare past and present; future comparisons can be seen by drawing pictures of their possible appearance in the future. Share these with class members. Discuss customs family members look forward to enjoying as the year changes or as they grow older. The teacher might use a series of photographs of people and/or objects spanning a period of time. Show growth and deterioration as it occurs over time. A student's own workbook, tablet, crayons, or other familiar objects would be relevant to show change. Using magazines/ photos, etc., the students might be asked to develop a series of pictures showing change. As students identify those things which constantly change, they should also consider how places, people, and objects have remained the same over time. For example, how do the laws of nature (seasons, climates) and laws of science (gravity, energy, cycles) influence children's daily lives?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • classifying data by identifying similarities and differences **Self-Management** • increasing ability to recognize change	Knowledge • Can the student orally explain differences between a baby, themselves, and an adult? Skills • Can the student identify and chronologically sequence old/new pictures of families or items? •	BOOKS Alexander, M. The Story Grandmother Told. Dial Press, 1969. Barton, Virginia. The Little House. Houghton-Mifflin, 1978. Caines, Jeannette. Daddy. Harper & Row Publishers, 1977. Cameron, A. The Seed. Pantheon Books, 1975. Cohen, Miriam. Jim's Dog Muffins. Greenwillow, 1984. Titherington, Jeanne. Pumpkin Pumpkin. Greenwillow, 1986. Williams, Margery. Velveteen Rabbit. Doubleday & Co., Inc., 1975, Putnam, 1987. PARTICIPATION PROJECTS "I Am Growing"

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • understanding and appreciation of our past	People celebrate important dates and events of the past. • birthdays of famous people • religious holidays • patriotic holidays • anniversaries • cultural traditions • their own birthdays • • It is important to recognize and show respect for feelings and attitudes of different cultural and religious groups with regard to the celebration of dates and events.	The teacher can expose the children to important dates of the past and discuss how we celebrate these events through various activities. Students could pantomime special events with others guessing the event. What events might we celebrate in the future? Students could brainstorm ideas, select a day, and celebrate it. Use recordings of celebration songs of many types to explore this idea. Students could use rhythm instruments to accompany the music. Children may be able to elicit songs their parents or grandparents sang to them when they were babies. Children's photographs from special times or holidays could be displayed, encouraging discussion and appreciation.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • speaking in an effective way to the topic **Self-Management** • increasing the capacity to empathize	Knowledge • Can the student engage in a creative experience that will demonstrate an understanding of each holiday he/she was exposed to? Example: - drawings - murals - role playing Skills • Can the student, after exposure to the topic, speak effectively to that topic? • Can the student show an appreciation for the past by verbally stating why people celebrate important dates and events? •	BOOKS Behrens, June. Fiesta! Children's Press, 1978. Bunting, E. The Mother's Day Mice. Clarion, 1986. Hale, Sarah Josepha. Mary Had A Little Lamb. Holiday, 1984. Hou-tien, Cheng. The Chinese New Year. Holt, Rinehart & Winston, 1976. Zolotow, Charlotte. I Know A Lady. Puffin, 1984.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • appreciation and tolerance of other's traditions and customs Culture • awareness of diversity of people	People may follow traditions and customs that are different from one another. • dietary customs • religious celebrations • modes of dress Include examples of non-Western as well as Western traditions. • • Teachers can help develop the idea that culture is not only a reflection of the past but a dynamic force in the present.	The teacher should make a conscious attempt to recognize the rich variation of customs and traditions represented in each class and may expose children to tradition or customs practiced by another group of people for example: o ethnic groups o holidays in other lands o schools — public, nonpublic The teacher can use community people as resources to talk with students and show the students materials from their particular country. Foreign exchange students are available in many communities.  Consider poetry collections for relevant holiday poetry. Write simple poetry with children building from experience charts and pictures relevant to social studies. Food from many cultures could be prepared, shared and enjoyed.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • listening Self-Management • increasing the capacity to empathize	Knowledge • Can the student identify one difference in a custom of another society? Skills • After listening to a topic, can the student participate in a discussion about that topic? • Through teacher-directed discussion, can the student describe the thoughts and feelings of others by making inferences and drawing conclusions? •	BOOKS Friedman, Ina R. How My Parents Learned to Eat. Houghton, 1984. Freyre, de Matos. A B C de Puerto Rico. Troutman Press, 1968. Giovanni, Nikki. Spin A Soft Black Song. Hill & Wang, 1986. Rosario, I. Idalia's Project A B C: An Urban Alphabet Book in English and Spanish. Holt, Rinehart and Winston, Inc., 1981. AUDIOVISUAL Ethnic Holidays. Walt Disney Educational Media Company. Set of filmstrips, records. TEACHER REFERENCE Chase, J. and L. Parth. Multicultural Spoken Here: Discovering America's People Through Language Arts and Library Skills. Good Year Publishing Co., Inc., 1979.

APPENDIX A:

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.